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AUTHOR Cardinale, Anthony
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ABSTRACT

This manual contains curricular objectives for health education. Ten major areas of instruction are cited with several subtopics included. Each subtopic has student objectives relating to knowledge, intellectual processes, attitudes and, where applicable, psychomotor skills. This list of objectives is divided into four levels--kindergarten through grade 3, grades 4-6, grades 7-9, and grades 10-12. The topics remain the same throughout, but the student objectives become more sophisticated at each succeeding level. (Author)

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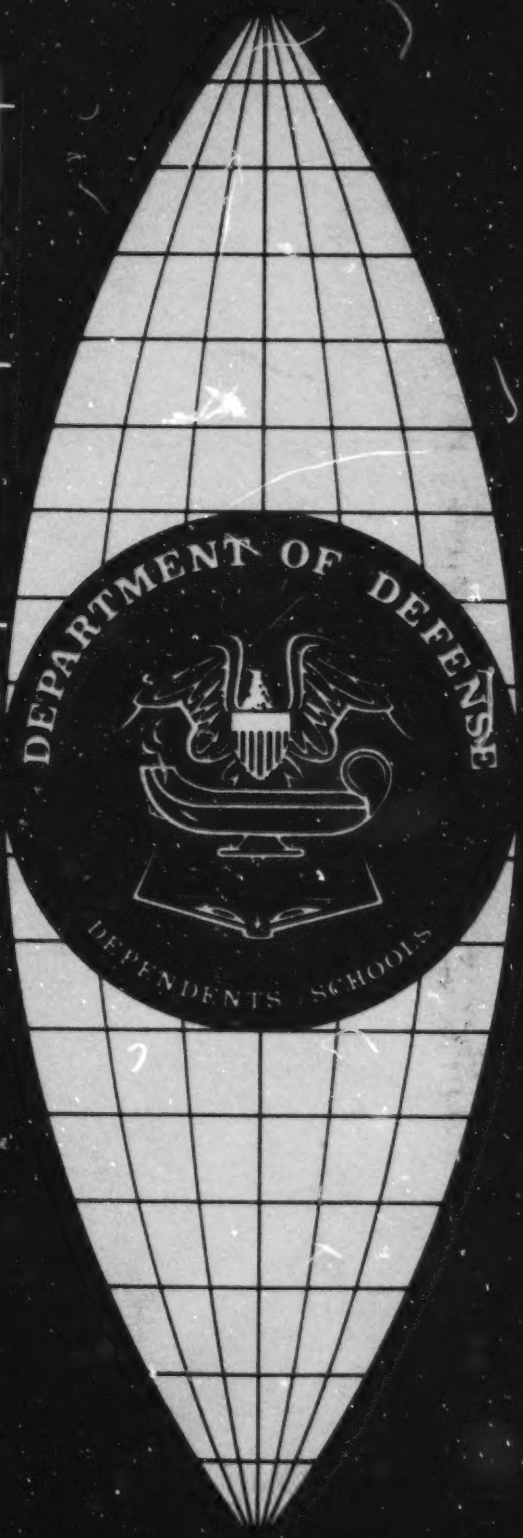

Health Education Objectives
Kindergarten through Grade 12

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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health education

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HEALTH EDUCATION OBJECTIVES

KINDERGARTEN THROUGH GRADE 12

FOREWORD

The Health Education Curriculum consists of 10 major areas of instruction, each with several subtopics. Each subtopic has student objectives relating to knowledge, intellectual processes, attitudes and, where applicable, psychomotor skills in that order.

This list of objectives is divided into four levels: kindergarten through grade 3, grades 4-6, grades 7-9, and grades 10-12. The topics remain the same throughout, but the student objectives become more sophisticated at each succeeding level.

I urge all school personnel to consult this Manual in order to obtain a better understanding of health education.

Anthony Cardinale
Director
Department of Defense Dependents Schools

DoDDS HEALTH EDUCATION CURRICULUM
INSTRUCTIONAL AREAS

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STUDENT OBJECTIVES

KINDERGARTEN THROUGH GRADE THREE

UNIT ONE - CONSUMER HEALTH

A. Consumerism

... know that health information comes from various sources.

... understand that all sources of information are not of equal reliability.

... demonstrate commitment to reliable sources of health information.

B. Delivery of Health Care

... know the common components of a community's health services.

... understand "facts and principles" of the delivery of health care.

... show awareness of the importance of learning of the delivery of health care.

C. Health Careers

... know the names of health professionals.

... understand the roles of the health professionals.

... appreciate the help that the health professions offer everyone.

... imitate the actions of a health professional.

D. Nutrition

... know that all living things need food in order to live and grow.

... understand that some foods are better for the body than others.

... accept responsibility for choosing nutritious food.

... recognize body functions and malfunctions which are related to nutrition.

UNIT TWO - ENVIRONMENTAL HEALTH

A. Culture and Its Effects

... know elements of common cultural group health habits.

... understand facts and principles relating to cultural group health habits.

... show awareness of the importance of learning health habits of various cultural groups.

... recognize differences in health-care procedures in various cultures.

B. Economics

... know common terms of economics.

... understand facts and principles of economics relevant to health habits.

... show awareness of the importance of learning economic principles relevant to health habits.

... sense visual cues in discovering economic activities.

C. Hunger

... know specific facts about hunger.

... understand facts and principles of hunger.

... show sensitivity to human needs and the social problem of hunger.

... identify factors present which should modify or determine a response to human needs during various points of personal hunger.

D. Pollution

... know specific facts on pollution and health.

... interpret verbal material on pollution and health.

... show sensitivity to social problems of pollution and health.

... identify factors present which should modify or determine a response.

E. Population

... know conditions of population and health and population to local situations.

... apply concepts and principles of health and population to local situations.

... volunteer for special tasks relating to population and health.

... know what skills are required to complete the tasks for which they volunteered.

F. Technology

... know common terms of technology and health.

... understand facts and principles of technology and health.

... show awareness of the importance of learning technology and health.

... identify factors present which should modify or determine a response to a specific technological health change.

G. World Resources

... know specific facts of world resources.

... understand facts and principles of world resources availability, distribution, and conservation.

... show awareness of the importance of learning of world resources.

UNIT THREE - FAMILY DYNAMICS

A. Aging

... know the aging process as natural and ongoing for self and family members.

... understand the general spectrum of aging.

... show awareness of others who are further along in the aging process.

... detect physical movement differences between self and aged persons.

B. Death/Loss

... know death/loss as a natural sequence.

... understand natural and accidental causes of death/loss.

... show sensitivity to different death/loss procedures.

... imitate representations of varied death/loss rituals.

C. Wellness and Illness

... know factors that create healthy families.

... understand the processes that sustain healthy families.

... show awareness of individual contributions to healthy families.

... discover the best of selected alternate responses for maintaining a healthy family.

UNIT FOUR - GROWTH, DEVELOPING, AND AGING

A. Body Systems

... know specific facts about these parts of the body system: cells, skin, bones, senses, and heart.

... interpret models of these body parts.

... show interest in learning and caring for the human body and its parts.

... perform basic hygiene, safety, and health actions.

B. Human Life Cycle

... know specific facts about personal growth.

... understand facts and principles of growth, increasing ability, and human variations.

... show sensitivity to other's growth ability.

C. Coping and Mastering

... know specific facts about basic coping and mastering behavior.

... apply concepts and principles of coping and mastering to new and difficult situations.

... show awareness of the importance of learning to cope and master in new and difficult situations.

... perform independently the psychomotor tasks initially acquired in preschool years.

UNIT FIVE - MENTAL HEALTH

A. Ethnocentrism

... know the elements of a multicultural society.

... understand the uniqueness of a pluralistic society.

.. accept differences of races and cultures.

... relate different cultural art forms to own art forms.

B. Group Life

... know that each of us is a member of one or more groups.

... recognize that groups do things together and are supportive to members.

... appreciate that membership in a group can give one a sense of pride.

C. Personality Development

... know the classification and categories of personality differences.

... recognize that environment contributes to the differences between people.

... accept differences in people.

... demonstrate through role-playing, different emotional and behavioral responses for a given situation.

D. Sexism

... know common rhymes, literature, books, and other material that promote sexism.

... understand the basic concepts of sexism.

... show sensitivity to sexist and nonsexist differences between boys and girls.

... perform an overt sexist, nonsexist action as demonstrated through role play.

E. Stress and Tension

... know that stressful situations occur.

... demonstrate the effects of stress and emotion on practical situations.

... enjoy helping others review responses to stressful situations.

... sense through visual and auditory cues when others are under stress.

UNIT SIX - PHYSICAL FITNESS

Relationship Between Activity and Health

... know that physical activities have an effect on the body (breathing, heart rate, etc.).

... apply the knowledge that physical activities have effects on the body in new situations.

... show interest in the subject by participating in physical activities.

... know sequences of steps to perform physical activities (games and dances).

UNIT SEVEN - PREVENTIVE HEALTH

A. Body Maintenance

... know basic body maintenance needs (rest, exercise, hygiene, eating, love, and acceptance).

... apply theories of body maintenance to practical situations.

... show interest in body maintenance habits.

... perform basic health acts as demonstrated.

B. Communicable Disease

... know specific facts about the cause, prevention, and treatment of common childhood communicable diseases.

... apply concepts and principles of communicable disease prevention to practical situations.

... obey communicable disease prevention rules.

... perform basic health habits for prevention of communicable diseases as demonstrated (covering cough, washing hands, and staying home when sick).

C. Disease Prevention and Control

... know specific facts about disease (illness).

... apply concepts and principles of disease prevention to new situations.

... enjoy helping others understand and practice preventive disease measures.

... perform preventive disease measures as demonstrated.

D. Hygiene

... know the elements of a clean body.

... understand methods of keeping clean.

... show awareness of need for cleanliness.

... demonstrate proper techniques for keeping clean.

UNIT EIGHT - SAFETY

A. First Aid

... know names of materials in the first-aid kit.

... demonstrate the use of first-aid materials and techniques.

... show awareness of the importance of first-aid information.

... know what first-aid materials and techniques are required for treating minor emergencies.

B. Environment

... know safety rules for home, school, playground, bus, and street.

... demonstrate correct safety procedure.

... obey school safety rules.

... position the body properly for an action (using equipment, crossing street, etc.).

C. Emotions

... know the terms describing common emotions (love, hate, fear, happiness, etc.).

... apply the concept of emotional impact on accidents to situations occurring in one's environment.

... participate in class discussions on the relationships of emotions to accidents.

... position the body to show emotions (how can one dispel or invite reactions by body stances).

UNIT NINE - HUMAN SEXUALITY

A. Interpersonal Relationships

... know elements of positive family and personal relationships.

... understand that relationships and responsibilities involve give and take.

... accept physical and emotional differences of others.

... act out examples of social behavior for personal and family relationships.

B. Reproduction

... know the terms necessary to explain the functions of the reproductive system.

... understand the facts and principles of reproduction.

... show interest in the importance of learning the facts and principles of reproduction.

UNIT TEN - SUBSTANCES

A. Proper Use

... know the names of "helpful" substances.

... demonstrate proper usage of substances.

... enjoy helping the class collect samples of "helpful" substances.

... want to function to the best of his/her ability.

B. Poison Prevention

... know common household poisons.

... estimate future consequences implied in data.

... show interest in poison prevention.

... recognize symbols indicating poisonous substances.

C. Misuse of Legal Substances

... know that legal drugs can be misused.

... apply the above concepts to new substances.

... participate in class assignment to obtain empty containers of legal substances for school "pharmacy."

... recognize factors present in substances that indicate their toxicity.

D. Illegal Substances

... know that certain substances are not permitted for use.

... apply practical concepts to explain why certain substances are illegal.

... show interest in subject.

... recognize illegal substances.

STUDENT OBJECTIVES

GRADES FOUR THROUGH SIX

UNIT ONE - CONSUMER HEALTH

A. Consumerism

... know that agencies and laws protect us against unfair, illegal, and harmful products and services.

... recognize the difficulty of regulating private business (from within and without).

... demonstrate concern for welfare of the consumer.

B. Delivery of Health Care

.... know standards of health care common in the United States.

... understand "facts and principles" of delivery of health care.

... appreciate the role of health services in our daily life.

... know what tools are required to perform a successful health service task.

C. Health Careers

... know standards of proficiency of the different personnel within a health profession.

... recognize the need for different educational preparation of the different personnel within a health profession.

... appreciate the preparation (dedication) of health professionals.

D. Nutrition

... know facts and principles of modern nutrition to include the basic four grouping.

... recognize that a variety of food assures good nutrition.

... accept responsibility for choosing nutritious foods.

... discover the various kinds of food.

UNIT TWO - ENVIRONMENTAL HEALTH

A. Culture and Its Effects

... know customs or rituals of health habits in various cultural groups.

... apply laws and theories of health habits of differing cultures to common situations.

... participate in class activities on differing customs of health habits.

... discover the best of selected alternate responses to health habits.

B. Economics

... know economic conditions that affect health habits.

... construct charts and graphs demonstrating the relationship of economic conditions to health habits.

... appreciate the role of economics and health in everyday life.

... know sequence of steps necessary in constructing charts and graphs.

C. Hunger

... know conditions and standards of hunger.

... interpret charts and graphs on hunger data.

... show interest in the subject of hunger.

... identify factors present which should modify or determine a response.

D. Pollution

... know conditions of pollution and health.

... estimate future consequences of pollution and health implied in data.

... volunteer for special tasks in the subject area.

... know sequence of steps necessary to pursue a specified operation.

E. Population

... know conditions of population and health and their interrelationship.

... apply concepts and principles of health and population to local situations.

... volunteer for special tasks relating to population and health.

... know what skills are required to complete the tasks for which they volunteered.

F. Technology

... know trends and sequences in technology and health.

... apply concepts and principles of technology and health to new situations.

... participate in class discussions on the relationship between technology and health.

... perceive relationships essential in solving a technological motor action problem.

G. World Resources

... know classification and categories of world resources.

... construct graphs and charts showing availability, distribution, and conservation of world resources.

... appreciate the role of world resources and impact on everyday life.

... know what materials are required to construct graphs and charts.

UNIT THREE - FAMILY DYNAMICS

A. Aging

... know trends and sequences of the aging process.

... understand facts and principles of aging.

... show concern for others.

... ascertain the best sequence for performing a certain task.

B. Death/Loss

... know the major natural and accidental causes of death in the U. S. society.

... understand future family dynamics alteration if a death/loss of one family member should occur.

... show sensitivity to human needs of families encountering death/loss.

... discover the best of selected alternate responses for familiar death/loss situations (role play, body language, etc.).

C. Parenting

... know elements of parenting.

... understand principles of parenting.

... show interest in the complexities of (proper) parenting.

... identify factors present which should modify or determine parenting.

D. Wellness and Illness

... know useful generalizations of healthy families.

... recognize unstated assumptions as they apply to healthy families.

... demonstrate a commitment to family maintenance/improvement.

... discover the best selected alternates for family maintenance and/or improvement.

UNIT FOUR - GROWTH, DEVELOPING, AND AGING

A. Body Systems

... know classifications and categories of all the body systems.

... construct charts or models of the body systems.

... appreciate the role of a healthy body in daily living.

... perform basic health actions independently.

B. Human Life Cycle

... know environmental conditions and personal habits conducive to growth in relation to individual growth patterns.

... apply concepts and principles of inherited traits, personal environment, and personal growth pattern to new situations to plan for maximum growth.

... demonstrate problem-solving attitude in learning to control own behavior and changing habits.

... discover the best of selected alternate responses in controlling own behavior and changing habits.

C. Coping and Mastering

... know trends and sequences of desired growth and development, levels of ability, human variations and basic coping, and mastering behavior.

... apply concepts and principles of coping and mastering to practical situations which require added mastery and personal control.

... appreciate the role of coping and mastering behavior in everyday life.

... imitate processes of coping and mastering after observation.

UNIT FIVE - MENTAL HEALTH

A. Ethnocentrism

... know conventions, customs, and rituals of different races and cultures.

... distinguish between facts and inferences as they apply to ethnocentrism.

... show concern for the welfare of others.

... perform other cultural rituals.

B. Group Life

... know that group problems can usually be solved when all members work as a unit.

... recognize that group membership requires that each member develop a sense of responsibility.

... appreciate that a person feels more secure when there is a group to which he/she may belong.

C. Personality Development

... know that emotions are normal.

... recognize that our voices and actions reflect our feelings about ourselves.

... accept responsibility for feelings and behavior.

... role play feelings and behavior that have positive and negative connotations.

D. Sexism

... know traditional sequences of male and female roles and new trends in society.

... recognize unstated assumptions of sexism in vocational choices.

... show concern for welfare of others as they try to find out what roles and work they want to do.

E. Stress and Tension

... know conditions that lead to stress and tension.

... recognize the reaction of bodily systems to stressful situations.

... appreciate the value of stress to help the individual develop.

... perform demonstrated relaxation techniques to relieve stress and tension.

UNIT SIX - PHYSICAL FITNESS

Relationship Between Activity and Health

... know that the physically conditioned body responds differently to exercise.

... evaluate data to determine the differences in performance between trained and untrained persons.

... demonstrate a commitment by continued physical activity.

... perform various activities as demonstrated.

UNIT SEVEN - PREVENTIVE HEALTH

A. Body Maintenance

... know standards of basic body maintenance.

... demonstrate correct usage of methods of body maintenance.

... maintain good health habits.

... perform basic health acts independently.

B. Communicable Disease

... know technical vocabulary of general communicable diseases: causes, prevention, and treatment.

... construct charts and graphs to demonstrate the inter-relationship between general communicable disease cause, prevention, and treatment.

... appreciate the role of science in everyday life in relation to communicable disease control.

... perform recognized communicable disease prevention activities independently.

C. Disease Prevention and Control

... know current and historical trends and sequences of disease, including prevention and control.

... evaluate the relevancy of data in the area of disease prevention and control.

... appreciate the role of disease prevention and control.

... ascertain the best sequence for disease prevention, detection, and control.

UNIT EIGHT - SAFETY

A. First Aid

... know procedures for treating simple emergencies requiring first aid.

... apply the proper treatment to minor emergencies.

... participate in first-aid learning activities.

... perform first-aid skills as demonstrated.

B. Environment

... know the categories of accidents most likely to happen to elementary school students.

... evaluate the reasons certain accidents occur with greater frequency to elementary school students.

... show concern for the safety of others.

... perform safety procedures as demonstrated.

C. Emotions

... know how emotions can affect actions that may cause accidents.

... recognize how emotions affect accident situations.

... demonstrate a commitment to improving one's emotional control.

... initiate ways of dispelling possibly harmful emotions in self or others (deep breathing, count to 10, smile, etc.).

D. Hygiene

... know standards and methods of personal hygiene (menstrual hygiene, acne).

... apply theories of hygiene to the personal situation.

... accept responsibility for personal hygiene.

... know what materials are necessary for performing personal hygiene.

UNIT NINE - HUMAN SEXUALITY

A. Genetics

... know useful principles of genetics.

... understand facts and principles of heredity.

... show awareness of the importance of learning genetic principles.

... identify factors of genetics that will modify or determine skill responses.

B. Interpersonal Relationships

... know elements of basic physical and emotional needs.

... recognize acceptable ways of expressing emotions.

... show concern for welfare of others.

... demonstrate ways of expressing feelings.

C. Reproduction

... know the major organs and functions of the reproductive system.

... understand the functions of the female and male reproductive systems.

... appreciate differences and similarities in male and female sexuality.

UNIT TEN - SUBSTANCES

A. Proper Use

... know conventional use of medications.

... recognize fallacies as to what substances can do.

... appreciate the role of substances in making human life better.

... ascertain the best sequence for performing a given task.

B. Poison Prevention

... know criteria for identifying natural poisons.

... demonstrate correct usage of a procedure.

... demonstrate a problem-solving attitude toward poison prevention and treatment.

... recognize poisonous plants.

C. Misuse of Legal Substances

... know that conventional substance use can be harmful.

... distinguish between fact and fancy in regard to legal substances.

... demonstrate commitment to social improvement.

... perform demonstrated actions to determine safe dosages.

D. Illegal Substances

... know classification of illegal substances.

... distinguish between fact and fiction concerning illegal substances.

... demonstrate belief in making choices based on adequate information.

... perform scientific tests as demonstrated to determine the effect of illegal substances.

STUDENT OBJECTIVES

GRADES SEVEN THROUGH NINE

UNIT ONE - CONSUMER HEALTH

A. Consumerism

... know critical methods and procedures for selecting health products.

... distinguish between facts and inferences in advertising and reporting in all media.

... accept responsibility for evaluating health products, materials, and services.

... discover the best health product from a group of alternatives.

B. Delivery of Health Care

... know trends and sequence of delivery of health care.

... analyze the organizational structure of the health-care delivery in an American city.

... understand and appreciate the role of environmental factors in the delivery of health care (technology, population, economic, and culture).

C. Health Careers

... know conditions and standards in order to evaluate and select a health profession as a personal career.

... distinguish characteristics of different health professions.

... recognize the role of evaluation in selecting a career.

... know what skills are required for various health professions.

D. Nutrition

... know general principles of physical well-being.

... apply principles of nutrition and physical activity to the problems of obesity and malnutrition.

... recognize the need for balance between nutrition, activity, and exercise.

... feel successful balancing food intake with metabolic output.

UNIT TWO - ENVIRONMENTAL HEALTH

A. Culture and Its Effects

... know trends and sequences of modern health care in various cultures.

... evaluate the relevancy of data on trends and sequences of modern health care in various cultures.

... understand and appreciate the role of health care in daily life.

... illustrate the role of health care in various cultural groups.

B. Economics

... know trends and sequences of economic development that affect health habits.

... understand how economic developments affect health habits.

... recognize the role of systematic planning in solving problems.

... imitate a process of systematic planning after observation.

C. Hunger

... know criteria for selection or evaluation of the types of hunger.

... estimate future consequences implied in world hunger data.

... show concern for the welfare of others.

... mix ingredients without assistance for various levels of starvation diets (students to react to sampling of finished products).

D. Pollution

... know important theories on pollution and health.

... propose a plan for an experiment on pollution and health.

... show commitment to social improvement in the area of pollution and health.

... know what materials are required to perform a successful operation or plan.

E. Population

... know trends and sequences of population growth and losses and its effect upon health services.

... distinguish between facts and inferences for stated trends and sequences of population growth and losses and the effect on health services.

... appreciate the role of population in everyday life.

... ascertain the best sequence for performing a given task.

F. Technology

... know important theories of technology and health.

... distinguish between facts and inferences in the theories of technology and health.

... appreciate the role of technology in health.

... perceive relationships essential in solving the physical problems of health tasks based on technological theories.

C. World Resources

... know important theories on world resources.

... distinguish between facts and inferences in theories on world resources.

... use objective approach in problem-solving.

... identify factors present which should modify or determine a response to a problem based on conservation of world resources.

UNIT THREE - FAMILY DYNAMICS

A. Aging

... know useful generalizations about the aging process.

... distinguish between facts and inferences about aging.

... appreciate the role of aging in everyday life.

... demonstrate correct form for posture and breathing.

B. Death and Loss

... know common generalizations of familial alteration occurring prior to or during death/loss situations (e.g., death, divorce, leaving home for marriage, extended unaccompanied duty, college, etc.).

... propose a plan for the family to deal with death/loss crises (death, divorce, marriage, college, and extended unaccompanied duty).

... show concern for the welfare of other persons/families encountering death/loss (death, marriage, college, extended unaccompanied duty, and divorce).

... write impressions of present or projected familial death/loss dynamics (death, marriage, college, divorce, and extended unaccompanied duty).

C. Parenting

... know trends and sequences of parenting (sibling arrival, parent preparation).

... distinguish characteristics of parenting.

... recognize the role of parenting in everyday life.

... ascertain the best sequences to insure "healthy" parenting.

UNIT FOUR - GROWTH, DEVELOPING, AND AGING

A. Body Systems

... know useful generalizations on the interrelationships of all body systems.

... analyze the organizational structure of the human body.

... understand and accept own body's strengths and limitations.

... perform basic health actions independently consistent with growth changes.

B. Human Life Cycle

... know useful generalizations about the current level of maturation (physical and mental), extending life expectancies and glamorization of youth.

... recognize logical fallacies in reasoning about the current level of maturation, satisfactions of extended life, and glamorization of youth.

... demonstrate commitment of social improvement by sharing understanding of stages of life development and problems specific to stages of life development.

... imitate a process of attempting to understand the stages and problems of life development.

C. Coping and Mastering

... know criteria for selection or evaluation of contradictory expectations and demands (internal and external).

... propose a plan for an experiment in mastering a contradictory expectation or demand (internal or external).

... demonstrate the need for balance between internal and external expectations.

... ascertain the best sequence for performing psychomotor growth and development tasks.

D. Wellness and Illness

... know useful generalizations of healthy families.

... recognize familial health practices which result in healthy families.

... appreciate the role of healthy families in everyday life.

... create new ways to maintain and improve healthy families.

UNIT FIVE - MENTAL HEALTH

A. Ethnocentrism

... know trends and sequences of development of different races and cultures.

... recognize unstated assumptions as they apply to different races and cultures.

... formulate a life plan in harmony with personal beliefs, abilities, interests, and concerns for others.

... discover the best of selected alternate responses for the enrichment of a pluralistic society.

B. Group Life

... know that members of a group usually hold the same values.

... evaluate the way in which the group influences the personality and social development of its members.

... show sensitivity to the fact that individual actions and well-being can contribute or detract from the well-being of the group.

... discover the best of selected alternative role responses for oneself.

C. Personality Development

... know the conventions, customs, rituals, or habits in the environment that affect the development of emotions and behavior.

... recognize that friendships contribute to a person's well-being.

... demonstrate through role-playing how one personality trait might be developed through family or environmental influence.

D. Sexism

... know the generalizations of sexism.

... judge the adequacy with which the above generalizations are supported by data.

... demonstrate belief in the democratic process that individuals, both male and female, can have any combination of personality traits.

... discover the best of selected alternative role responses for oneself.

E. Stress and Tension

... know criteria for selection or evaluation of one's normal reaction to various stages of stress.

... apply concepts and principles of tension release activities in situations of stress.

... understand and accept one's own strengths and limitations in handling stress levels.

UNIT SIX - PHYSICAL FITNESS

Relationship Between Activity and Health

... know principles regarding the relationship between physical activity and health.

... formulate a physical fitness program to follow.

... understand and accept one's own limitations in participating in physical activities.

... perform selected physical activities independently.

UNIT SEVEN - PREVENTIVE HEALTH

A. Body Maintenance

... know pertinent principles of body maintenance.

... integrate learning from different areas into a plan for solving minor body maintenance problems (acne, perspiration, weight, and exercise).

... recognize the role of systematic planning in solving minor body maintenance problems.

... discover the best of selected alternate responses in solving minor body maintenance problems.

B. Communicable Disease

... know trends and sequences for these communicable disease areas: childhood, common respirators (colds, tuberculosis), and social (VD)).

... demonstrate the correct usage of simple methods or procedure for the epidemiological study of each of the above four categories.

... recognize the role of systematic planning in solving problems of communicable disease.

... discover the best of selected alternate responses in personally preventing the above four categories of communicable disease.

UNIT EIGHT - SAFETY

A. First Aid

... know the basic organization of the body system that might require emergency first aid: breathing, bleeding, poison, and burns.

... analyze the reasons for the success of certain first-aid techniques.

... demonstrate an interest in developing first-aid skills.

... demonstrate correct procedure in treating first-aid emergencies.

B. Environment

... know generalizations as to why accidents occur (stress, drugs, unhappiness, and displacement).

... formulate a plan for classifying types of accidents.

... recognize the need for safety rules for the common good.

... perform operations safely and independently.

C. Emotions

... know principles of harnessing and controlling emotions.

... formulate a method for relating emotions to actions.

... accept responsibility for controlling own emotional behavior.

... compose a dance depicting emotional responses.

D. Hygiene

... know customs of personal hygiene of different cultures.

... recognize the factors which affect the personal hygiene of different cultures.

... show sensitivity to human needs and social problems of different cultures concerning personal hygiene.

UNIT NINE - HUMAN SEXUALITY

A. Genetics

... know principles of genetics.

... interpret charts applying to the principles of heredity.

... show interest in learning about heredity in relation to oneself.

... draw accurate charts showing principles of heredity.

B. Interpersonal Relationships

... know useful generalizations for maintaining positive relationships.

... apply concepts and principles to classroom situations.

... show interest in developing and maintaining positive relationships.

... write situations showing positive relationships.

C. Reproduction

... know the reproductive system and the stage of prenatal development.

... recognize physical and psychological factors affecting prenatal development and mother's health.

... appreciate pregnancy as a special role and function, both personally and socially.

UNIT TEN - SUBSTANCES

A. Proper Use

... know principles behind the selection of certain substances to treat certain conditions.

... categorize the information required to write a theme concerning proper substance use.

... accept responsibility for personal use of substances.

... perform an operation independently.

B. Poison Prevention

... know classifications and categories of poisons.

... evaluate the relevancy of poison statistics.

... recognize the need for a systematic plan to develop a home poison prevention program.

... perform demonstrated skills relating to administering poison antidotes.

C. Misuse of Legal Substances

... know pertinent principles of proper use of conventional substances.

... propose a system for describing effects of legal substances.

... recognize the need for balance between freedom and responsibility in using legal substances.

... demonstrate correct procedures in using legal substances.

D. Illegal Substances

... know theories as to why certain substances are illegal.

... formulate a classification system for illegal substances.

... recognize the role of systematic data-collecting in decisionmaking.

... formulate ways of illustrating data collected on substances.

STUDENT OBJECTIVES

GRADES 10 THROUGH 12

UNIT ONE - CONSUMER HEALTH

A. Consumerism

... know pertinent principles of different health-care programs.

... formulate a family health plan which will cover all aspects of health care.

... recognize the role of systematic planning in improving one's quality of life.

... discover the best of selected systems of health care.

B. Delivery of Health Care

... know important theories of delivery of health care.

... apply theories to problems of health-care delivery such as sudden population growth.

... demonstrate commitment to social improvement in the delivery of health care.

... know sequence of steps necessary in pursuing a career decision.

C. Health Careers

... know criteria for evaluation of his/her personal characteristics in relation to a future role in a health profession.

... recognize personal characteristics relevant to choosing a career.

... identify career choices compatible with personal characteristics.

... know sequence of steps necessary in pursuing a career decision.

D. Nutrition

... know the pertinent principles of nutrition and food processing.

... analyze the influence of modern foods upon eating patterns.

... display nutritional consciousness.

... identify factors present which should modify or determine a response to various foods.

UNIT TWO - ENVIRONMENTAL HEALTH

A. Culture and Its Effects

... know important themes of differing cultural health-care problems.

... judge the logical consistency of written material on differing cultural health-care problems.

... recognize the need for a balance between health-care technology and cultural customs.

... use media creatively to illustrate the role of health-care problems in various cultural groups.

B. Economics

... know hypotheses of economic growth that have implications for future health development.

... propose a plan for an experiment demonstrating the impact of economic growth on health development.

... demonstrate self-reliance in working independently on a health-care project.

... design, implement, and evaluate an experiment in health-care economics.

C. Hunger

... know the impact of hunger on our society.

... formulate a plan regarding the world hunger problem.

... evaluate theories to solve world hunger.

... plan and perform meal preparation to avoid food wastage.

D. Pollution

... know hypotheses on pollution and health.

... judge the logical consistency of written material on hypotheses of pollution and health.

... formulate a life plan in harmony with abilities, interests, and benefits relevant to pollution and health.

... implement appropriate steps to control pollution.

E. Population

... know important theories of population control.

... apply laws and theories of population control to practical situations.

... demonstrate commitment to social improvement by accepting population control and world health programs.

... discover the best of selected alternate responses to personal family planning.

F. Technology

... know the varied relationships between technology and health.

... evaluate the data regarding the impact of technology on health.

... recognize the need for balance between technology and cultural mores in health practices.

... create ways of performing a health task based on technological advances with consideration of cultural mores.

G. World Resources

... know hypotheses of world resource availability, distribution, and conservation.

... recognize the role of systematic planning in solving problems.

... recognize logical fallacies in hypotheses on world resources.

... know sequence of steps necessary to pursue a specified operation.

UNIT THREE - FAMILY DYNAMICS

A. Aging

... know pertinent principles of the aging process.

... propose a plan for reducing probability of risk of noninfectious diseases.

... use an objective approach in solving problems with an awareness of aging dynamics.

... identify factors present which should modify or determine a response in interacting with self and family.

B. Death and Loss

... know conditions which produce familial encounters with death/loss.

... recognize similarities of death/loss situations and familial coping.

... demonstrate tolerances of varied familial practice dealing with death/loss in other races and cultures.

... sense auditory/physical cues concerned with death/loss (music, demonstration of body language).

C. Parenting

... know important principles of parenting.

... judge the value of healthy parenting by the use of personal and extra personal criteria.

... display consciousness of parenting complexities.

... discover the best of selected alternate sequences/ responses for parenting.

UNIT FOUR - GROWTH, DEVELOPING, AND AGING

A. Body Systems

... know current theories about how new technologies impact on the human body and its systems.

... integrate learning from different areas into a plan for solving common problems of the human body (disease prevention, degeneration, environmental hazards, etc.).

... formulate a lifestyle consistent with a healthy body in a changing environment.

... create and perform new health practices consistent with changing personal lifestyles.

B. Human Life Cycle

... know useful generalizations about the total life cycles with emphasis on the peaking of body ability and gradual tapering off with aging.

... integrate learning from different areas into personal life plan based on individual variations in the growth pattern and expected future life cycle.

... formulate a life plan in harmony with present and expected future abilities.

... ascertain the best sequence for practicing and adjusting this life plan.

C. Coping and Mastering

... know acceptable personal standards of coping with and mastering normal growth and development tasks.

... judge the adequacy with which conclusions about personal standards of mastering are supported by data.

... accept responsibility for one's own coping and mastering.

... discover the best of selected alternate responses of coping behavior in relation to various demands.

D. Wellness and Illness

... know pertinent principles of maintaining a healthy family.

... judge the value of a healthy family to the individual.

... use an objective approach in problem-solving procedures for maintenance of healthy families.

UNIT FIVE - MENTAL HEALTH

A. Ethnocentrism

... know useful generalizations about ethnocentrism.

... distinguish between facts and inferences concerning various races and cultures.

... demonstrate appreciation for a balance between attachments for one culture and acceptance of another.

... perceive relationships essential to the maintenance of healthy ethnocentrism.

B. Group Life

... know the dynamics of group life.

... apply principles of group life dynamics to practical situations.

... appreciate that people change groups as they mature.

C. Personality Development

... know that mental mechanisms are used on an unconscious level to protect the person from internal conflict or anxiety.

... apply theories of mental mechanisms to practical situations in daily life.

... recognize that maturity is the ability to deal with situations in life in a realistic and effective way appropriate to age.

... demonstrate ability to deal with situations in a realistic and effective way.

D. Sexism

... know the ways in which men and women strive for power.

... identify changes that can be expected in marriage, family culture, etc.

... accept responsibility for one's own sexist behavior.

... ascertain the best sequence for standing up for, speaking for, and being oneself.

E. Stress and Tension

... know theories for allaying the unpleasant emotion of stress.

... predict future consequences to body systems if stress levels are continuously high.

... demonstrate a problem-solving attitude toward common stress experiences.

... discover the best of selected alternate responses.

UNIT SIX - PHYSICAL FITNESS

A. Relationship Between Activity and Health

... know important theories related to physical fitness (aerobics, interval training, etc.).

... judge the adequacy of the various theories above based on the data.

... demonstrate self-reliance in following a physical activity program.

... create new programs for maintaining fitness.

UNIT SEVEN - PREVENTIVE HEALTH

A. Body Maintenance

... know useful generalizations of body maintenance for expected personal body changes.

... judge the logical consistency of written material pertinent to expected personal body changes.

... formulate a life-body maintenance plan in harmony with one's abilities, interests, and beliefs.

... ascertain the best sequence for performing health practices suitable for a personal life-body maintenance plan.

B. Communicable Disease

... know standards of prevention and treatment of communicable disease categories.

... integrate a plan for solving the problems of four categories of communicable disease (childhood, respiratory, social, and world-endemic).

... display health consciousness in regard to communicable disease.

C. Disease Prevention and Control

... know useful generalizations on technological advances as they apply to prevention, detection, and disease-control measures.

... propose a plan for handling a specific major noncommunicable disease problem.

... recognize the need for balance between freedom and responsibility in handling disease problems.

... perform personal preventive disease measures as demonstrated.

D. Hygiene

... know the relationship between hygiene and disease of the reproductive system.

... judge the logical consistency of written material about the relationship between hygiene and disease.

... maintain good hygiene habits.

... ascertain the best sequence for performing hygiene tasks.

UNIT EIGHT - SAFETY

A. First Aid

... know the interrelationships of various body systems.

... propose a plan for improving school safety based on school accident data.

... display safety consciousness.

... use first-aid procedures quickly and effectively.

B. Environment

... know hypotheses as to why certain persons are "accident-prone."

... judge the logic of various hypotheses concerning the cause of accidents.

... practice safe habits in group activities.

... operate a machine or object skillfully (automobile, skis, etc).

C. Emotions

... know important theories regarding emotional health.

... judge the adequacy with which conclusions are supported by these theories.

... demonstrate self-control.

... create and sing a song about the impact of emotions on our activities.

UNIT NINE - HUMAN SEXUALITY

A. Genetics

... know principles of genetic counseling.

... apply genetic laws and theories to practical situations.

... appreciate the role of genetics in family planning.

... draw accurate charts showing defective traits that are known to be inherited.

B. Interpersonal Relationships

... know useful generalizations for maintaining long-term relationships such as marriage.

... estimate future consequences implied by data concerning marriage.

... formulate a life plan concerning marriage and family.

... dramatize the best of selected alternative responses in given premarriage, marriage, and family relationships.

C. Reproduction

... know the meaning of terms relating to contraception, abortion, and miscarriage.

... integrate learning from different subject areas into a plan for solving overpopulation.

... recognize the importance of family planning.

UNIT TEN - SUBSTANCES

A. Proper Use

... know the theories behind the use of substances to treat disease.

... judge the adequacy with which conclusions concerning substance use are supported by data.

... use an objective approach in making decisions on substance use.

... use substances in a safe manner.

B. Poison Prevention

... know principles of poison prevention.

... integrate information about poisons into a home poison prevention plan.

... display an objective approach to poison prevention.

... use first-aid procedures for poison treatment with speed and accuracy.

C. Misuse of Legal Substances

... know theories of why legal substances are misused.

... judge the comparative societal damage of legal vs. illegal substances.

... display a consciousness of the possible damages in misusing legal substances.

... perform alternative skills in lieu of using legal substances (sports, art, and music).

D. Illegal Substances

... know current views relating to legalization of presently illegal substances.

... judge the adequacy with which conclusions about illegal substances are supported by data.

... demonstrate self-reliance in making decisions concerning use of illegal substances.

... create new ways of exemplifying the issues concerning illegal substances' use.